



English Language Learners Department

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Demographic Introduction (2013-14)

- ELL program consists of 4,086 students.
- A total of 52 non-English languages were spoken by ELL students district-wide.
- Spanish is the native language of 86% of ELL students.
- The district employs 107 credentialed teachers to provide ELL services district-wide for students in grades K-12.
- Based on the MAP/NWEA assessments: average CGI growth (Conditional Growth Index) of ELLs at Cultural Centers: 61st percentile in Reading, 70th percentile in Math. (ELL Evaluation Report 2013-2014)

Cultural Centers

Elementary: Brookside, Buchanan, Burton, Cesar E. Chavez, Congress, Palmer, Sibley

K-8 Schools: Dickinson Academy, Harrison Park, Sherwood Global Studies Academy, Southwest Community Campus

Middle/Secondary: Burton, Riverside, Westwood, Union/Newcomers Program.

Program Design

- The Grand Rapids Public School's ELL Program provides services to identify English Language Learner students in grades K-12 to assist them in achieving the overall goals of the program. The WIDA English Language Development Standards provide the foundation for English students in the district.

Instructional Methodology

There are three English Language Learner Models utilized in Grand Rapids Public Schools.

1. The Bilingual Dual Immersion Model
2. The Transitional Bilingual Model
3. The ESL Model

The Bilingual Dual Immersion Model

- Develops proficiency in two languages.
- Goal of this model is for students to develop language proficiency in two languages by receiving instruction in English and Spanish in a classroom that is usually composed of half native speakers and half of the second language. This model utilizes Spanish and English.



- African American 7%
- Hispanic 87%
- Native American 1%
- White American 5%

756 students +
72 PK

Rationale for Dual Immersion Programs

- Second language best acquired by immersion in second language.
- Knowledge learned through one language facilitates acquisition of second language knowledge.
- Students will benefit from cognitive advantages with development of bilingualism and biliteracy.
- The optimal window for language acquisition is in the elementary years.

Southwest Community Campus

- Our mission is to foster a high level of academic achievement in Spanish and English, and to celebrate and value our cultural similarities and differences.
- The vision of SWCC is to produce bilingual, bi-literate, and bicultural students who are proficient in English and Spanish.

Rationale for Dual Immersion Programs

- Research has shown that dual immersion programs close the achievement gap between English Language Learners and native English speakers.

Curriculum

- Our program uses the same curriculum as all other GRPS schools and has adopted instructional approaches that result in strong bilingual and bi-literacy development among our students. Our program uses the 90/10 model to deliver instruction in both English and Spanish.

Rationale for Dual Immersion Programs

- People that are bilingual are positioned well for a successful future with more opportunities at the college level and in the workplace, better performance on standardized tests and more competitive in an increasingly global economy.

Dual Immersion Program Model 90:10

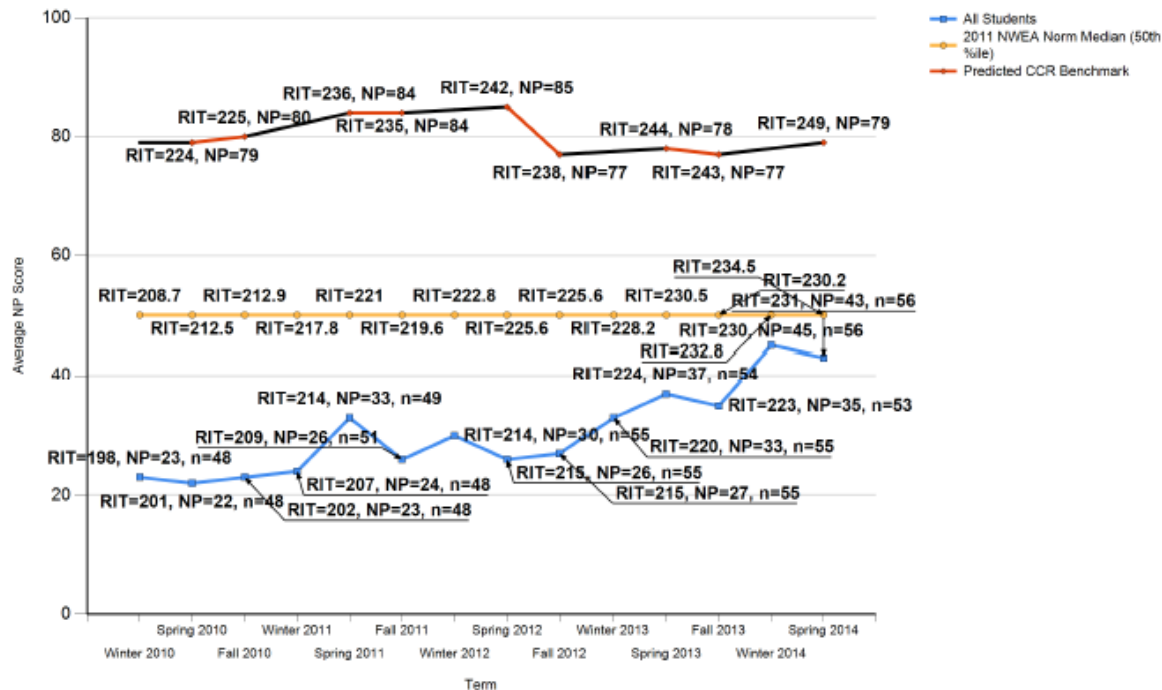
Grade	English Instruction	Spanish Instruction
Kindergarten and 1 st Grade	10%	90%
2 nd Grade	20%	80%
3 rd Grade	40%	60%
4 th -8 th Grade	50%	50%

Math MAP Cohort Average RIT by Subgroup Over Time

Southwest Community Campus School

8th Grade – Mathematics

Students tested in most recent test cycle and those students' previous scores

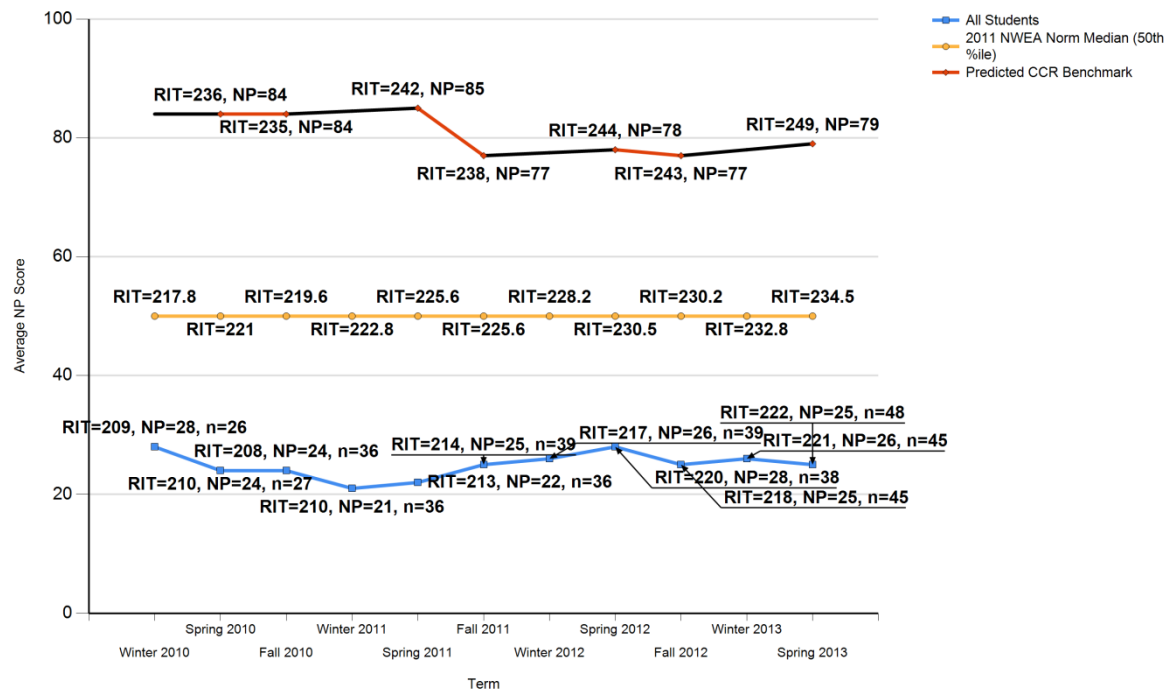


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8th Grade – Mathematics

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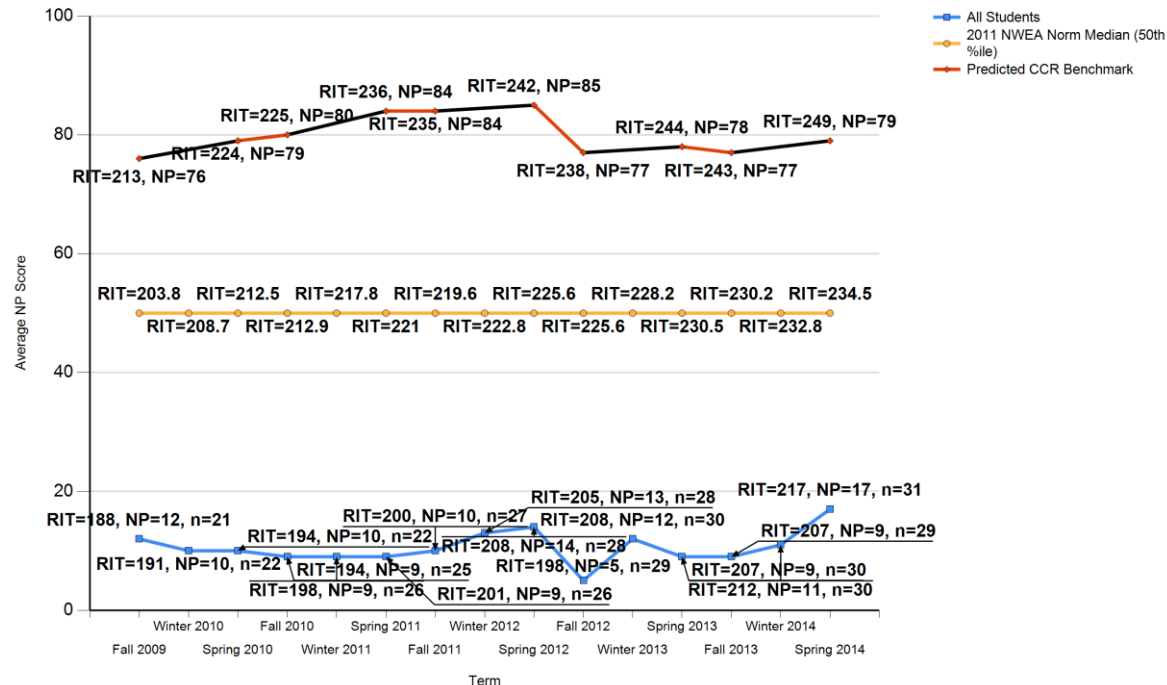


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8th Grade – Mathematics

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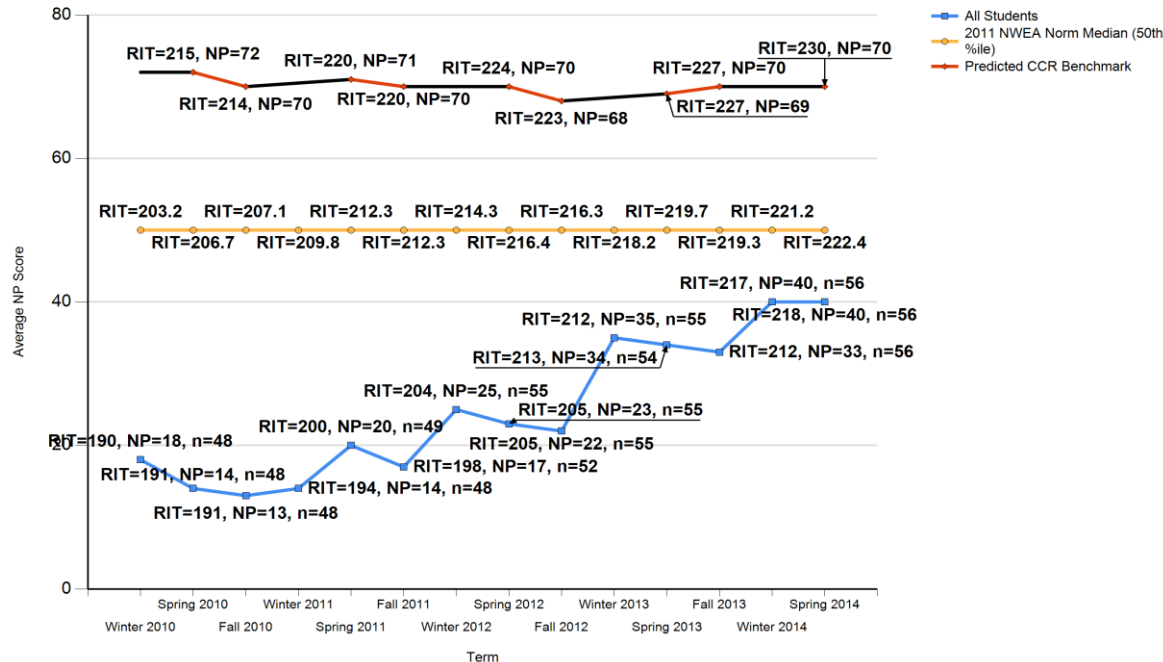
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Reading MAP Cohort Average RIT by Subgroup Over Time

Southwest Community Campus

8th Grade – Reading

Students tested in most recent test cycle and those students' previous scores

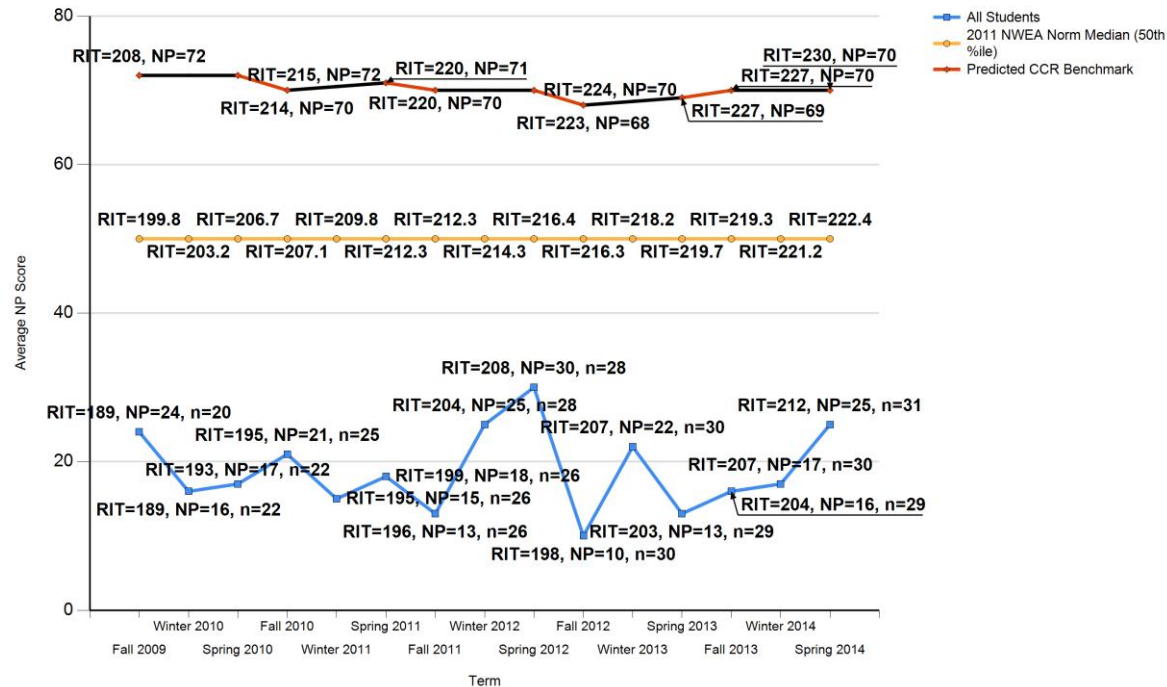


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8th Grade – Reading

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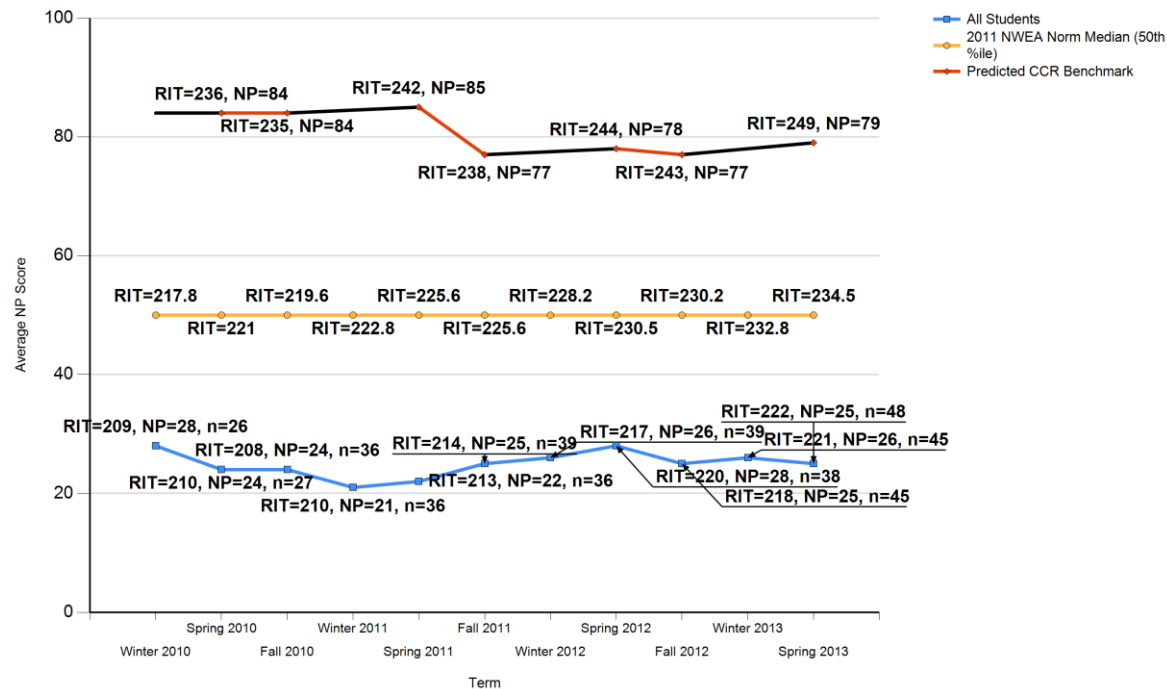


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Dual Immersion Program Model 90:10

- In order to obtain proficiency in both languages, research to date shows that the duration of the program is a significant factor in student outcomes. **Six years is the average amount of time required in a dual immersion program to reach native-like proficiency;** as confirmed by a number of evaluation studies on immersion and bilingual programs (Collier, 1989, Cummins, 1981; Lindholm-Leary & Borsato, 2006, Saunders & O'Brien, 2006; Swain, 1984; Troike, 1978).

SWCC families and students



Community Resources / Support

- Partners in School Innovation
- GE Aviations
- Kent School Social Services
- United Way
- Literacy Center
- National Equity Project
- Neighborhood Association

Celebrating Culture



Multicultural
Festival

Hispanic
History Month
African
American
History Month



American
Holidays



The Transitional Bilingual Instruction Model

- Utilizes a student's primary language for instruction.
- Maintains and develops skills in the primary language (Spanish) and culture while introducing, maintaining and developing skills in English.
- Primary purpose is to facilitate English Language Learners' transition to an all-English instructional program while receiving academic subject instruction in the native language (Spanish) to the extent necessary.
- Students enrolled at a school designated Transitional Bilingual will receive ESL instruction and/or native language instruction.



- Building Demographics

African American 8 %

Hispanic 90 %

White American 2 %

Total students enrolled K- 5 - 589

Pre-K - 32

Buchanan Elementary

- **MISSION:** Our mission is to equip children with the knowledge, skills, and integrity to lead successful, positive lives.
- **VISION:** Buchanan Elementary will provide all learners with opportunity to acquire knowledge, skills and experiences that will lead to productive and successful lives.

Rationale for Transitional Program

- Students receiving instruction in their native language are able to develop a strong foundation for literacy in their native language and are more likely to succeed academically.
- Allows students to master academic content material, while becoming proficient in two languages.

Rationale

- Promote Bilingualism and Biliteracy skills.
- These programs provide instruction in the ELL's first language, building literacy and achievement in other content areas while teaching English.

Rationale

- Research has shown that many of the skills learned in the native language can be transferred easily to the second language.

Curriculum

- Grand Rapids Public Schools provides academic instructional materials for all ELLs at all schools.
- We implement instructional best practices and approaches to support all learners including the framework for SIOP.
- ELLs in grades 3-5 receive instruction in English with native language support as needed, by the classroom teacher, bilingual reading support teacher or bilingual paraprofessional. Additional support is provided within the classroom through small group intervention.

Curriculum

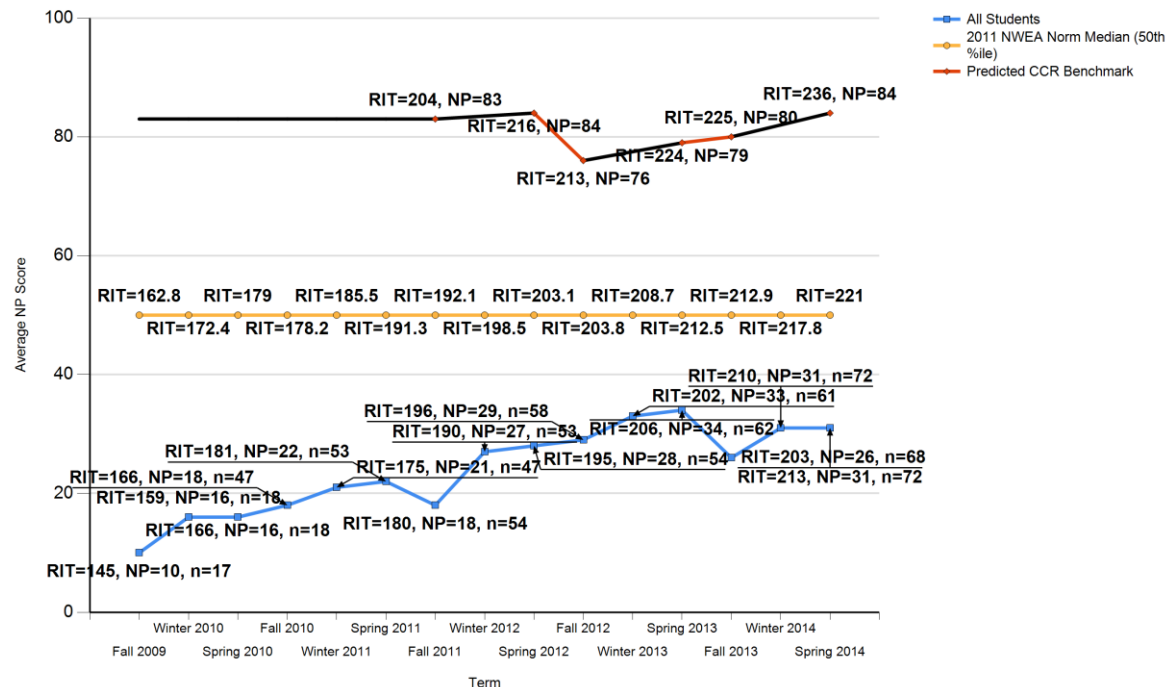
- Students enrolled at Buchanan or in any Transitional Bilingual Program also receive ESL instruction.
- SIOP – Framework that will help provide opportunities for students to learn and practice academic language through conversation and structured discussions.
- The Rosetta Stone program is utilized to provide additional support to students through technology.

Math MAP Cohort Average RIT by Subgroup Over Time

Buchanan School

5th Grade – Mathematics

Students tested in most recent test cycle and those students' previous scores

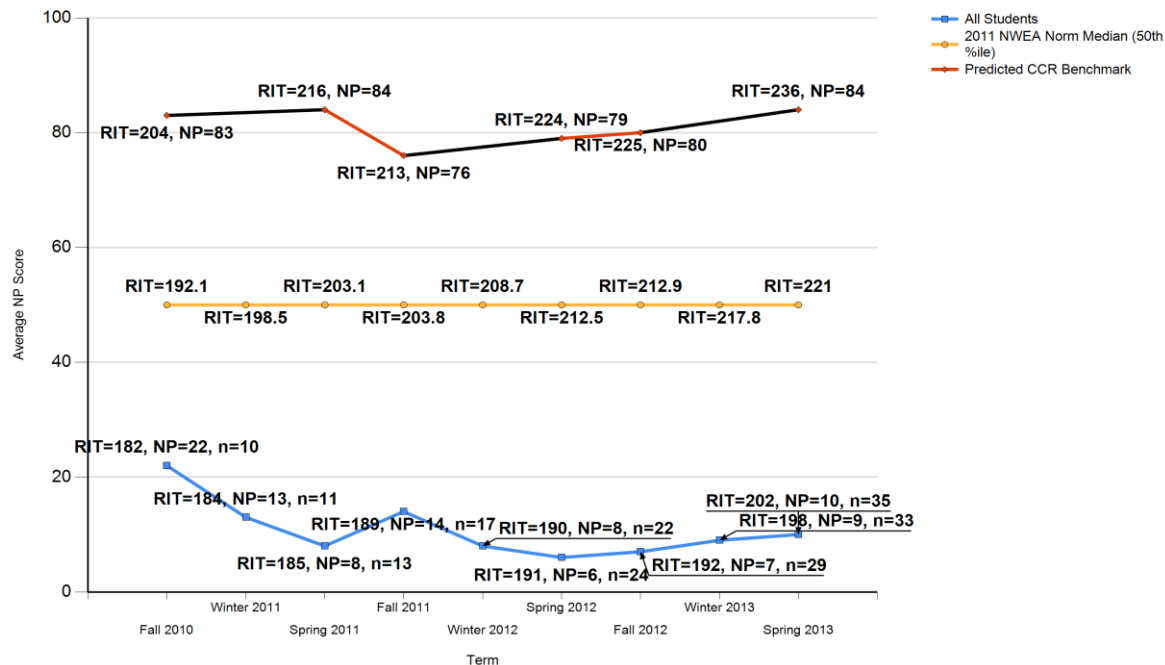


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Math MAP Cohort Average RIT by Subgroup Over Time

5th Grade – Mathematics

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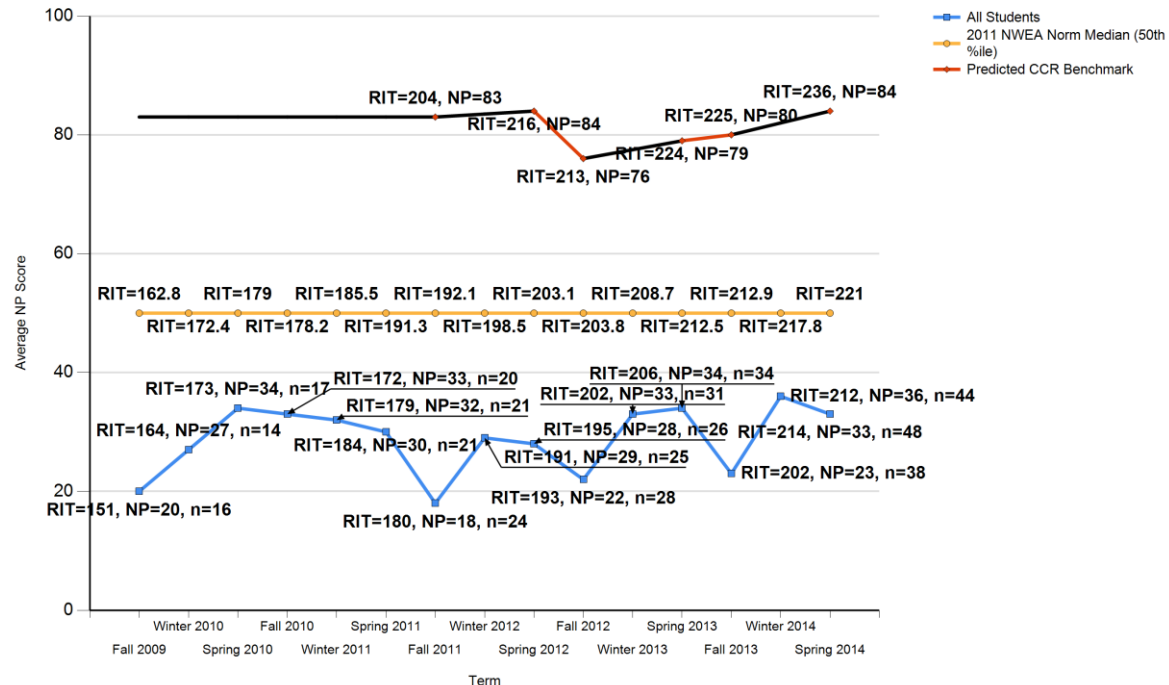


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Math MAP Cohort Average RIT by Subgroup Over Time

5th Grade – Mathematics

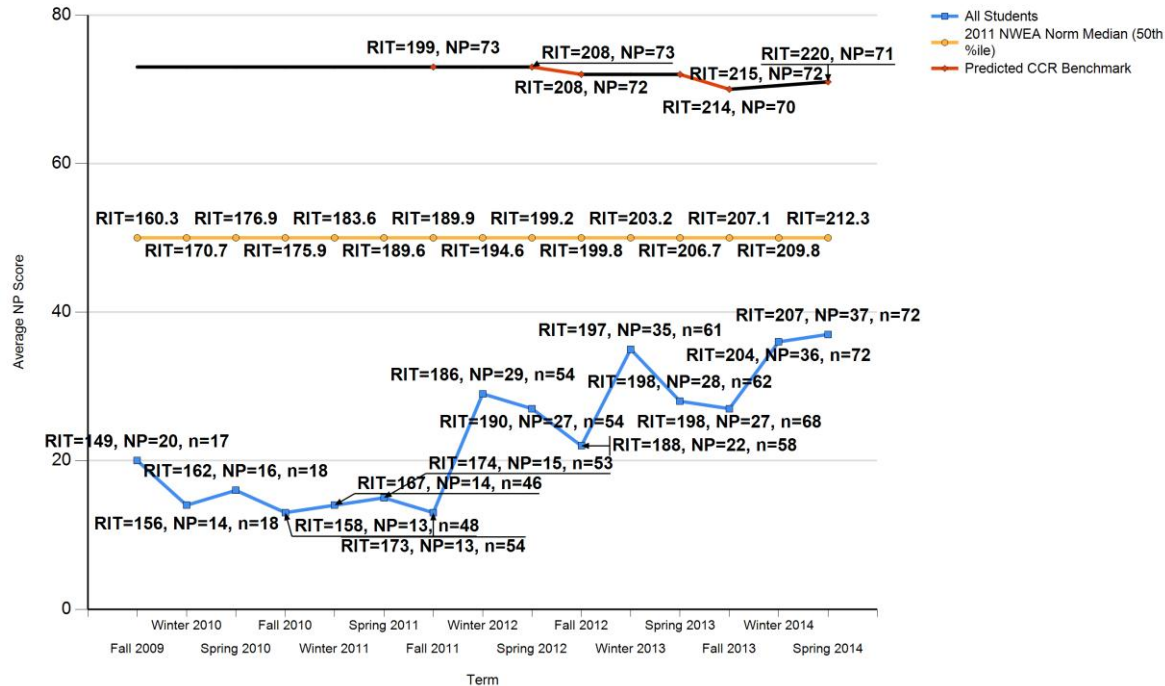
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Reading MAP Cohort Average RIT by Subgroup Over Time Buchanan School 5th Grade –Reading

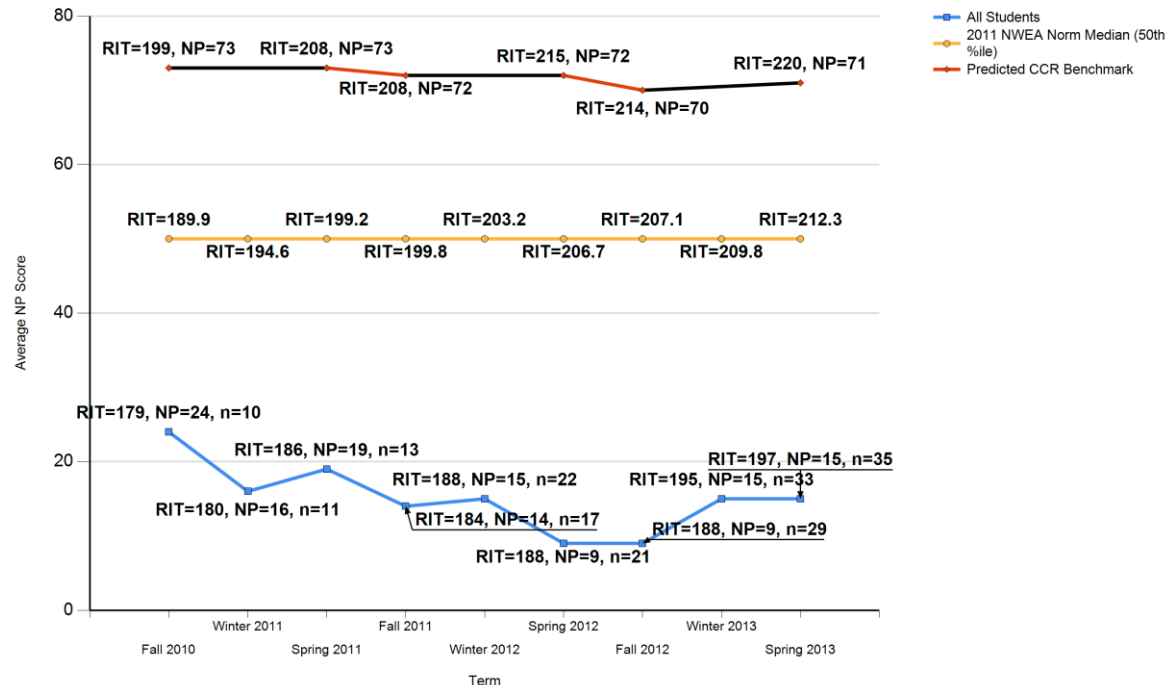
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Reading MAP Cohort Average RIT by Subgroup Over Time 5th Grade –Reading

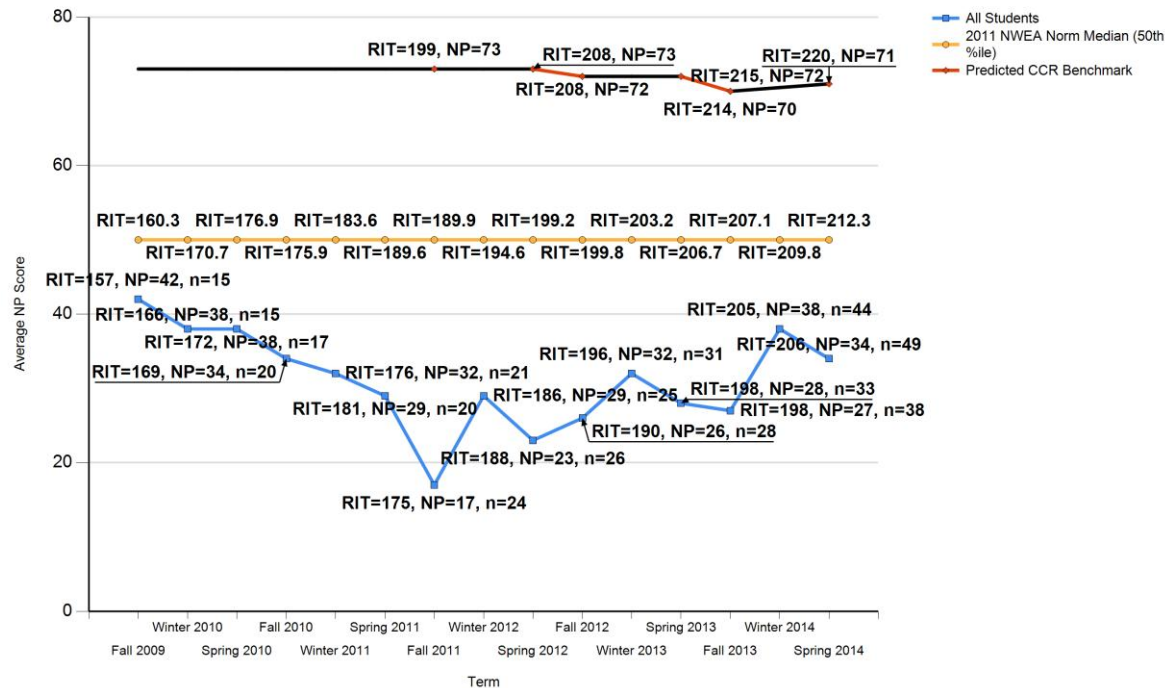
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Buchanan Families and Students



Family Night



PBIS Assembly



Community Resources / Support

- Partners in School Innovation
- National Equity Project
- Garfield Park Neighborhood Association
- SECOM
- Believe to Become LINC
- Family Literacy Center
- United Way
- Bright Beginnings

ESL Model

- Hands-on approach using English instruction through use of SLOP.
- Utilizing with fidelity the eight components of SLOP and all 30 features, including lesson content and language objectives.
- Differentiating instruction to meet the language proficiencies of various ELLs and the specific grade level content area in each classroom.

Elementary Program Delivery

- The language centers have SLOP trained teachers and a higher number of Bilingual/ESL certified teachers.
- ELL students receive ELL services in the form of accommodations in the regular education classroom and/or push-in instruction with the ELL teacher at specific language centers.
- Classroom teachers receive training or support to make accommodations for instruction, classroom management, and the classroom environment.

Middle and High School Program Delivery

- ELL students have access to a two semester class for ESL instruction with SIOP trained teachers and certified Bilingual/ESL teachers.
- SIFE(students with interrupted/limited formal education) are supported by ELL paraprofessionals in their core classes for additional language service.

Middle and High School Program Delivery

- A one year Newcomers Program is housed at Union High School to ensure students (ages fourteen to nineteen at the time of enrollment) who have interrupted/limited formal education are enrolled in a one year self-contained classroom to acquire the English language as well as literacy skills. For Entering and Emerging students at Union High School, students can take a two semester ESL class which focuses on building academic language and higher level comprehension (reading skills).

Program Exiting and Re-Entry

- Students eligible for exiting are identified using the criteria establish by the Michigan Department of Education.
- Once a student is exited from the program, they are monitored for two years.
- Exited students can be placed back into the program if needed.

Professional Development

- Sheltered Instruction Observational Protocol is in its fourth year of implementation.
- ESL and Bilingual Certified K-12 teachers, Special Education Resource teachers, General Education Teachers, Administrators and Paraprofessionals are trained in SIOP components comprehensively.
- SIOP coaching plan is created for specific cultural centers in the district.

Professional Development

- SIOP/ELL coaches designated to provide professional development in the cultural centers.
- The district provides on-going professional development opportunities in SIOP and WIDA Standards connected to GRPS curriculum.
- The basic goals for professional development are to enable teachers to develop skills in modifying instruction, to maximize the impact and effectiveness of ELL resources, and to familiarize teachers and administrators with the State of Michigan English Language Proficiency Standards for implementation.

Translation and Interpretation Services

- Translations and Interpretations for ELL related services, initial IEP meetings, and/or parent teacher conferences are provided and facilitated by the ELL department in fifty-two different languages.

Adult Education and Family Literacy

- The Grand Rapids Public Schools offers ESL classes to obtain a GED. In addition to Adult Education, parents whose children attend a School of Hope school can also participate in a weekly ESL class for reading, writing, speaking and listening.
- The Family Literacy Program is housed at: Burton, Buchanan, Cesar E. Chavez, Dickinson, Harrison, Sibley and Southwest Community Campus.
- The goals for Family Literacy Program are to increase parent-school engagement, parent-child literacy interactions and literacy levels of the parents.

Special Programs and Related Services

- ELL students in the other programs such as special education, Title I, and non-academic and extracurricular activities/School of Hope and LOOP programs receive equal access to the ELL services.

Services to Private Schools

- Private schools which participate in Title III receive ESL consultation, ESL materials and professional development provided by GRPS ELL staff.

Contact Information

- Dr. Mayda Bahamonde-Gunnell
(K-8 Executive Director/Middle Schools/ELL)
616-819-7266
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- Evelyn Ortiz (Principal at Buchanan)
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